

**LEARNING STRATEGIES USED BY THE EIGHTH
GRADE OLYMPIC CLASS STUDENTS OF MTs
NEGERI TANON IN 2016/2017 ACADEMIC YEAR**



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ENGLISH STUDY
POST GRADUATE PROGRAM
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APPROVAL

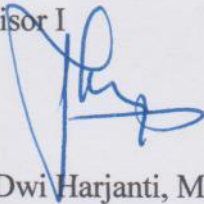
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ARTICLE

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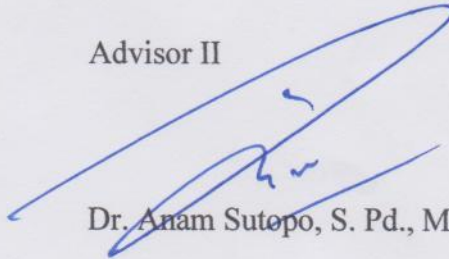
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APPROVAL OF ARTICLE FOR SUBMISSION

LEARNING STRATEGIES USED BY THE EIGHTH GRADE OLYMPIC CLASS STUDENTS OF MTs NEGERI TANON IN 2016/2017 ACADEMIC YEAR

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Has been examined for all revision and correction recommended by the board of examiners on 8th March 2017. And it is certified to be accepted for submission

The examiners Board:

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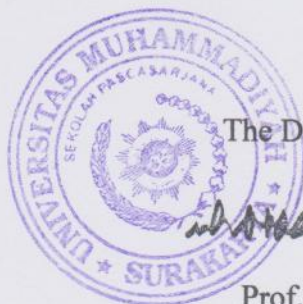
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TESTIMONY

Here, the writer testifies that this article publication there is no plagiarism of the research that has been made before to complete master degree in a university and as long as the writer knows there is no no work or opinion which have ever been published or composed by other, except those which the writings are referred in the article publication and mention in bibliography. Therefore, it proves that if there are some untrue statements here. The writer will be fully responsible.

Surakarta, March 2017

The writer,



Rosyida Tyas Wahdati

**LEARNING STRATEGIES USED BY THE EIGHTH GRADE OLYMPIC CLASS
STUDENTS OF MTs NEGERI TANON IN 2016/2017
ACADEMIC YEAR**

ABSTRACT

Rosyida Tyas Wahdati, S200140092. 2017. Learning Strategies Used by the Eighth Grade Olympic Class Students of MTs Negeri Tanon in 2016/2017 Academic Year. Thesis.

English has become compulsory subject in Indonesia. It is taught from Elementary up to university. All of the students must learn English in every part of the education level. Unfortunately, some of Indonesian students find it difficult to learn it. They need strategies to master English well. This study was conducted to obtain data on the type of learning strategies used by male and female of the Olympic class students in learning English. The Olympic class is a kind of class which the students are prepared in attending the competition outside the school.

In order to get the data, the writer of the study designs a descriptive qualitative research. She chooses the male and the female of the eighth grade of the Olympic class students of MTs Negeri Tanon as the subject of the study. Moreover, to get the data completely and accurately, the writer takes them from interview, questionnaire of SILL, documentation, and observation. Then the writer used Oxford language learning strategy to classify the data.

The result of the study showed that both of the male and female of the eighth grade of the Olympic class students used the all type of learning strategies proposed by Oxford. They are applied all the strategies of memory strategy, cognitive strategy, compensation strategy, meta-cognitive strategy, affective strategy and social strategy. But there are differences in the frequency of the using, and the preference of the using. The female likes to use the strategy from higher to lower: metacognitive, compensation, cognitive, affective, memory, and social strategy. While the male of the eighth grade of the Olympic class from higher and lower: metacognitive, cognitive, affective, compensation, memory, and social strategy.

Hopefully, the research finding can be used by the teacher to give knowledge about learning strategies and the students to use the appropriate learning strategies so that they will enjoy learning English, and as the result they will get the best achievement in English.

Keywords: Learning strategy, Olympic class students, Oxford language learning strategy

ABSTRAK

Bahasa Inggris telah menjadi pelajaran wajib di Indonesia. Dia diajarkan mulai dari sekolah dasar (SD) sampai perguruan tinggi. Semua pelajar harus mempelajari Bahasa Inggris di setiap level pendidikan. Sayangnya, banyak murid di Indonesia kesulitan untuk mempelajarinya. Mereka membutuhkan strategi untuk menguasai bahasa Inggris dengan baik. Penelitian ini dilakukan untuk memperoleh data tentang tipe pembelajaran yang dipakai oleh siswa dan siswi kelas olimpiade dalam mempelajari Bahasa Inggris. Kelas olimpiade adalah sebuah kelas yang murid muridnya dipersiapkan untuk mengikuti perlombaan di luar sekolah.

Dalam memperoleh data, pemneliti melakukan penelitian deskriptive kualitative. Dia memilih subyek siswa dan siswi kelas olimpiade Mts Negeri Tanon. Mereka berasal dari kelas VIII. Untuk memperoleh data yang lengkap dan valid, peneliti mengadakan interview, questionnaire dan observasi pada saat belajar mengajar Bahasa Inggris berlangsung. Untuk

menklasifikasi data, penulis menggunakan strategi pembelajaran yang di kemukakan oleh Oxford.

Hasil penelian menunjukkan bahwa pada dasarnya semua siswa dan siswi kelas olimpiade telah menggunakan semua strategi pembelajaran yang dikemukakan oleh Oxford. Ada 6 strategi yang ada, yaitu memori, cognitive, compensation, meta cognitive, affektive dan sosial strategi. Tetapi ada beerapa perbedaan frekuensi dalam peggunaan strategi tersebut. Siswa perempuan lebih banyak menggunaka strategi pembelajaran di banding siwa laki-laki. Selain itu ada perbedaan kesukaan strategi antara siswa laki –laki dan perempuan.

Peneliti berharap bahwa penelitian ini bisa bermanfaat untuk para guru agar dapat menambah wawasan tentang strategi pembelajaran yang dipakai oleh para siswa. Sementara untuk para siswa, semoga penelitali ini bisa menambah pengetahuan, sehingga mereka dapat memilih strategi pembelajaran yang tepat sehingga dapat menikmati prses belajar mengajar, dan akhirnya bisa mendapatkan prestasi yang memuaskan dalam pelajaran Bahasa Inggris.

Kata kunci : Strategi pembelajaran, Kelas olimpiade, Strategi pembelajaran bahasa Oxford

1. INTRODUCTION

Indonesia as the developing country, wants to bring the next generation to master English well. The government has put English as the compulsory subject that must be taught from elementary to university. In Junior High School, the main purpose of the English learning are providing the students on mastering on the four skills, namely listening, speaking, reading and writing.

However, many students find it difficult to master it well. As stated by Cohen and Dornyes in Fauziati 2013 there are some factors influencing the success of the learners, they are duration and intensity of the course, the characteristic and the abilities of the teachers, the appropriateness of the teaching methodology, the quality of the textbook, the size and the composition of the learners' group, the amount of the natural target language practice opportunities, and the characteristic of the learners.

MTs Negeri Tanon is an Islamic Junior High located at Jalan Waduk Ketro, Tegalsari, Tanon. It is one of the most favorite schools and always competes with the other schools. Mts Tanon consists of three level, namely the seventh, eighth and ninth grade. The eighth grade consists of nine classes. Two of them are called as the Olympic class or kelas olimpiade. The Olympic class divided into two classes, they are VIII H and VIII I. Each of the class consists of the same gender. This means that the class VIII H consists of 32 female students and the VIII I consists of male students. The students of the class are prepared in attending the competition outside the class.

Based on the pre observation, the writer found that there is different achievement between male and female students of the Olympic class. The female students usually get everything better than the male ones. They get better score in average. Moreover, the female students are more active in teaching and learning process. In fact, both of them get the same materials, the same textbook, teaching and learning process, etc. From the explanation above, the writer thinks that the different achievement between male and female students is

caused by the learning strategies used by them. The male students of the Olympic class used inappropriate and unsuitable learning strategies in learning. As consequences, the male of the Olympic class learns more passively, get worse achievement, or even some of them failed.

Based on the above explanation, the writer is interested in observing the learning strategies used by the eighth grade of the Olympic class students of MTs Negeri Tanon. The writer wants to study the students of the Olympic class from their behavior in learning English as their strategies.

Research had been done by some other researchers. The first is Rifai (2016). The research was qualitative research, which the subjects were the male and female students of SMP Muhammadiyah Program Khusus Surakarta. The result of the research showed that the male and female students used the all strategies proposed by Oxford. In addition, the female students used more frequents than the male ones. Factors influenced the strategies used by the female students were the environments, motivation, degree of awareness, learning style, language proficiency and belief. The strategies used by the male students are influenced by the purpose of language learning, motivation, and degree of awareness, learning style, proficiency and belief.

Kayaoglu (2013) conducted qualitative research on learners' belief and their influences on the learning strategies. The subjects of the study were the poor and the good learners of undergraduate students. The result of the study showed that the beliefs of pronunciations, possessing special abilities and the nature of the poor and good learners are different.

Firdaus (2014) conducted qualitative research on learning strategies used by the University students to achieve high score in TOEIC. The data were analyzed by learning strategies proposed by O'Malley. The result shows that there was no significant dominant learning strategies used by the students, but they had some similarities and differences of using some strategies in listening comprehension part of TOEIC test. The strategies proposed by O'Malley have power in influencing the quality of the students result test. In addition, the result also get conclusion that the type of learning strategies of meta cognitive, cognitive and socio affective had significant impact in the quality of learning L2.

There are many learning strategies taxonomy proposed by some experts. The strategies are proposed by Stern, O'Malley, Rubin and Oxford. Rubin in Fauziati (2013) divided language learning strategies into 3 categories, namely learning strategies, communication strategies, and social strategies. The learning strategies are divided into subcategories, such as cognitive and metacognitive strategies.

Oxford (1990) stated that the purpose of language learning strategies toward the development of communicative competence. She divided the learning strategies into two strategies orientation direct and indirect. The direct strategies can be broke down into 3 subcategories, namely memory, cognitive and compensation strategies. The memory strategies are kind of strategies which enable the learners to retrieve new information of a new language. This help the students link items or concepts with one another, by giving

verbal label of picture, or create visual images or words phrase (Oxford, 1990: 40). The cognitive strategies belong to direct strategies which enable the learners or students to understand and produce new language. These strategies consist of some activities such as practicing, receiving and sending messages, analyzing and reasoning, reading structure for input and output. The compensation strategies mean that the learners are allowed to use the language despite language gaps. These strategies are divided into two subcategories such as guessing intelligently and overcoming limitation in speaking and writing.

The indirect strategies can be broke down into metacognitive, affective and social strategies. The term meta-cognitive strategies mean “beyond, beside, or with cognitive” (Oxford, 1990: 136). These are kind of strategies which allow the students to evaluate their own language learning pattern and coordinate the learning process. These meta-cognitive strategies manage the overall learning process (Fauziati, 2013: 29).

The affective strategies belong to the indirect strategies in which help the learners gain control and regulate personal emotions, attitudes and values. These strategies include the activity of identifying someone mood and anxiety level, talking about the feeling, regarding oneself for good feeling and using the deep breathing or positive talk (Fauziati, 2013: 30).

The social strategies “help the learners work with others and they understand the target culture and the language” (Fauziati, 2013: 30).

O'Malley et al. (1985: 582 – 584) divide language learning strategies into three main subcategories, namely: Metacognitive strategies, cognitive strategies and socio affective strategies.

Stern in Fauziati (2013: 28) classified the language learning strategies into five, namely management and planning strategies, cognitive strategies, communicative-experiential strategies, interpersonal strategies and affective strategies.

Management and planning is the learner directly aims in their learning. The learners manage and plan their learning to achieve their goal in learning. These strategies are dealing with the learners' intention to direct his own learning.

Cognitive strategies are the learners' strategy including analysis directly, synthesis of learning materials or transformation. The cognitive strategies are broke down into clarification/verification, guessing/inductive inferencing, deductive reasoning, practice, memorization, and monitoring (Stern in Fauziati, 2013: 28). Communicative experiential strategies are some technique used by learners to keep a conversation going may include paraphrase, gesturing, asking for repetition, circumlocution, and explanation. In addition, it is used to avoid interrupting the flow of conversation (Stern in Fauziati, 2013: 28).

The learners used interpersonal strategy to monitor their improvement to evaluate their performance. In the strategies, the learners should contact with the native speaker and cooperate with them. In addition, the learners also should get acquainted with the target culture (Stern in Fauziati, 2013: 28).

The term affective strategies refer to strategies applied by learners to cater their own feeling when dealing with the complexity of language learning. In these strategies, the good language learners should try to create associations of positive affect towards the foreign language and its speakers as well as towards the learning activities involved (Stern in Fauziati, 2013: 28).

However, the writer chooses the learning strategies proposed by Oxford to classify the data. The taxonomy describes that there are six types of learning strategies which can be applied by the students in their learning English. The strategies are memory, cognitive, compensation, metacognitive, affective and social strategies.

Furthermore, the writer chooses the taxonomy proposed by Oxford, because the writer thinks that the taxonomy is update, complete and good example to understand. Or, in short, the writer hopes that by using the learning strategies taxonomy proposed by Oxford as the theory on analyzing data, the reader of the study can understand to use the learning strategy.

2. RESEARCH METHOD

The research on this learning strategies uses descriptive qualitative. It is a case study of language learning strategies used by the eighth grade of the Olympic class students of MTs Negeri Tanon. The subject of the study is the male and the female of the Olympic class students of MTs Negeri Tanon in academic year 2016/2017, which consists of 64 students, or 32 female and the rest, or 32 male students.

In collecting the data of the research, the writer takes them from interview, questionnaire, observation and documentation. The writer distributed the questionnaire of SILL proposed by Oxford, to 64 male and female students interviewed 8 students which divide into 4 male and 4 female of the Olympic class, as the representatives.

3. FINDING AND DISCUSSION

The research finding shows the analysis of the data, which are found from the interview, questionnaire, observation and documentation. The writer found that all the students for both male and female of the Olympic class of MTs Negeri Tanon applied all the learning strategies proposed by Oxford. The strategies are memory, cognitive, compensation, meta cognitive, affective and social strategies. The using of the strategies can be seen in the following descriptions:

3.1 The Learning Strategies Used by Female of the Eighth Grade of the Olympic Class Students of MTs Negeri Tanon

a. Memory strategy

The memory strategy consists of creating mental linkage, applying images and sound, reviewing well and employing action. Moreover, based on the interview, the students used the strategy by finding the same meaning words, listening to

English song, watching the western movie, reviewing the lesson and asking the unknown words to their friends or teacher.

According the SILL questionnaire of memory strategies, the writer found that the means of the score of group A fell within the range of 2.76. This means that it indicated medium used. The descriptive analysis of the strategies used can be seen in the following table:

Table 1
Descriptive analysis on the female memory learning strategies

Item	Mean of Score	Sum of the students
Creating Mental Linkage		32
1. Grouping	3.00	
2. Associating	3.22	
3. Elaborating	3.22	
Applying Images and Sounds		
4. Using imagery	2.09	
5. Semantic mapping	2.28	
Employing Action		
Physical response		
6. Physical response	2.38	
7. Mechanical response	3.53	
Reviewing Well		
Structural Viewing		
8.		
Means of the memory strategies	2.76	

b. Cognitive Strategies

The cognitive strategies enable the students to understand and produce new language. They can manipulate the language material in direct way. According to the informant of the interview, the female used the strategy by training them by making conversation with the sisters or father, listening the English song, watching western movie, opening the dictionary to find the difficult words, taking a note on the writing book to open at home.

According to the SILL questionnaire of cognitive strategies, it can be seen that the means of score of this group fell within the range of 2.5 to 3.49, or it can be said that the strategies used in medium level using. The means of score of this group fell at 2.84. The descriptive analysis of the strategies used can be seen in the following table:

Table 2
Descriptive Analysis of Female Cognitive Strategies

Items	Means of Score	Sum of the Students
Practicing		32
1. Repeating	2.91	
2. Formally practicing with sound and writing systematically	2.75	
3. Recognizing	3.22	
4. Recombining	3.00	
Reviewing and Sending Messages		
5. Getting Idea Quickly	2.53	
6. Using resources	3.00	
Analyzing and Reasoning		
7. Reasoning deductively	2.84	
9. Analysis contrastively	2.97	
9. Analyzing expression	2.69	
10. Transferring	2.88	
11. Translating	2.78	
Reading Structure for input and output		
12. Taking notes	2.81	
13. Summarizing	2.69	
8. Highlighting	2.66	
The means of the cognitive Score	2.84	

c. Compensation strategies

The compensation strategies mean that the learners are allowed to use the language despite language gaps. According to the informant, they used the strategies by trying the same word in English, read the material repeatedly, using gesture when they forget English words in speaking.

According to the questionnaire, the compensation strategies fell in into the level of medium using. The means of the strategies used is 2.87. The descriptive analysis of the strategies used can be seen in the following table:

Table 3
Descriptive Analysis of Female Compensation Strategies

Item	Mean of Score	Sum of the students
Guessing Intelligently		32
1. Guessing intelligently	3.44	
2. Using Gesture	2.66	
3. Guessing intelligently	2.66	
Overcoming Limitation		
4. Adjusting or approximating the messages.	2.28	
5. Adjusting or approximating the messages.	3.00	
6. Using circumlocution	3.19	
Means of the Compensation strategies	2.87	

d. Metacognitive Strategies

These meta-cognitive strategies manage the overall learning process. According to the informant from the interview, the students applied the strategies by listening to the speakers, deciding their purpose of learning, and keeping the mistake in their mind so that they will not do the same mistake in the future.

According the questionnaire of SILL, it can be drawn conclusion that students applied the strategies in medium level. It had the means of the score 3.01. The descriptive analysis of the using strategies can be seen in the following table:

Table 4
Descriptive Analysis of Female Metacognitive Strategies

Item	Mean of Score	Sum of the students
Centering the Students' Learning		32
1. Overview and linking with already knew materials	3.13	
2. Paying attention	3.13	
3. Delaying speech production to focus listening	3.81	
Arranging and Planning		
4. Finding out about language learning	3.41	
5. Organizing	2.84	
6. Seeking practice opportunity	2.69	
7. Identifying the purpose of the task	2.72	
8. Setting goal and objectives	2.97	
Evaluating the learners' Learning		
9. Self-monitoring and evaluating	3.44	
Means of the Metacognitive strategies	3.13	

e. Affective Strategies

These strategies are broken down into three subcategories, namely lowering the students' anxiety, encouraging the learners' own self, and taking emotional temperature.

According to the informant of the interview, the students applied the strategies by taking deep breath, silent, thanking God whenever they feel success, and expressing their feeling to others.

The result of SILL questionnaire about affective strategies, it can be seen that the students applied the strategies in moderate use. The means of the score fell in 2.78. The descriptive analysis of the using of the strategies can be seen in the following table:

Table 5
Descriptive Analysis of Female Affective Strategies

Item	Mean of Score	Sum of the students
Lowering the Learners' Anxiety		32
1. Using progressive relaxation	3.16	
Encouraging the Learners' self		
2. Making possitive statements	3.25	
3. Rewarding the learners' self	2.91	
Taking the Learners Emotional Temperature		
4. Listening to the learners' body	3.03	
5. Writing language learning diary	1.81	
6. Discussing feeling with others	2.50	
Means of the Affective strategies	2.78	

f. Social Strategies

These strategies consist of three sub categories, namely asking question, cooperating with others, and empathizing with others. According to the informants of the interview, it can be concluded the students applied strategies by asking their friends or teacher, asking their friends difficulty and help them as much as they can.

The questionnaire of SILL about social strategies, It can be seen that the students used the strategies in medium level. The means of the score is 2.71. The descriptive analysis of the strategies used can be seen in the following table:

Table 6
Descriptive Analysis of Female Social Strategies

Item	Mean of Score	Sum of the students
Asking Questions		32
1. Asking clarification	3.41	
2. Asking for correction	2.56	
Cooperating With Others		
3. Cooperating with others	2.97	
4. Cooperating with proficient user of the new language	2.44	
Empathizing with Others		
5. Becoming aware of other thought	2.25	
6. Developing cultural understanding	2.63	
Means of the Social Strategies	2.71	

3.2 Learning Strategies Used by the Male of the Eighth Grade Olympic Class Students of MTs Negeri Tanon.

a. Memory Strategies

According to the informant, the male students of the eighth grade Olympic class applied the memory strategies by trying to find the difficult words in the dictionary, listening to the English song, watching the English movie, and reviewing the English lesson.

According the SILL questionnaire about memory strategies, the writer found that the means of the score of language learning strategies' group A fell within the range of 2.72. This indicates moderate used. The result of the SILL questionnaire can be seen in the following table:

Table 7
Descriptive Analysis of Male Memory Strategies

Item	Mean of Score	Sum of the students
Creating Mental Linkage		32
1. Grouping	3.13	
2. Associating	3.28	
3. Elaborating	4.03	
Applying Images and Sounds		
4. Using imagery	1.47	
5. Semantic mapping	2.66	
Employing Action		
6. Physical response	1.63	
7. Physical response	2.06	
8. Mechanical response	3.03	
Reviewing Well		
9. Structural Viewing	3.19	
Means of the memory strategies	2.72	

b. Cognitive Strategies

According the informant, the students applied the strategies by watching the western movie, repeating the actors, opening the dictionary, listening to the English song.

According to the SILL questionnaire about cognitive strategies, it can be seen that the means of score of this group fell at 2.81, or it can be said that the strategies used in moderate using. The descriptive analysis of strategies used can be seen in the following table:

Table 8
Descriptive Analysis of Male Cognitive Strategies

Item	Mean of Score	Sum of the students
Practicing		32
1. Repeating	2.81	
2. Formally practicing with sounds and writing systematically	2.63	
3. Recognizing	2.88	
4. Recombining	2.84	
Reviewing and sending messages		
5. Getting idea quickly	2.03	
6. Using resources	2.78	
Analyzing and Reasoning		
7. Reasoning deductively	2.50	
9. Analysis contrastively	3.47	
8. Analyzing expression	2.63	
9. Transferring	3.19	
10. Translating	3.25	
Reading Structure for input and output		
11. Taking notes	2.69	
12. Summarizing	3.09	
13. Highlighting	2.56	
Means of the Cognitive Strategies	2.81	

c. Compensation Strategies

According to the informant of the interview, the students used the compensation strategies by making gesture, reading the whole sentences to understand the meaning of the passage.

According to the questionnaire, it can be seen that compensation strategies fell in the range of 2.5 to 3.49. It means that the use of the strategies fell into the level of medium using. The means of the strategies used is 2.74. The descriptive analysis of the strategies used can be seen in the following table:

Table 9
Descriptive Analysis of Male Compensation Strategies

Item	Mean of Score	Sum of the students
Guessing Intelligently		32
1. Guessing intelligently	3.19	
2. Using Gesture	2.03	
3. Guessing intelligently	2.91	
Overcoming Limitation		
4. Adjusting or approximating the messages.	2.47	
5. Adjusting or approximating the messages.	2.56	
6. Using circumlocution	3.28	
Means of the Compensation strategies	2.74	

d. **Metacognitive Strategies**

According to the informant, the students applied the strategies by listening to the speaker carefully, remembering the words, finding their own mistake in order not to do the same mistake in the future.

According the questionnaire about metacognitive strategies, it can be drawn conclusion that that the students applied the strategies in medium level. It had the means of the score 3.11. The descriptive analysis of the strategies can be seen in the following table:

Table 10
Descriptive Analysis of Male Metacognitive Strategies

Descriptive Analysis of Male Metacognitive Strategies		
Item	Mean of Score	Sum of the students
Centering the Students' Learning		32
1. Overview and linking with already knew materials	3.34	
2. Paying attention	3.44	
3. Delaying speech production to focus listening	3.28	
Arranging and Planning		
4. Finding out about language learning	3.53	
5. Organizing	2.72	
6. Seeking practice opportunity	2.13	
7. Identifying the purpose of the task	2.34	
8. Setting goal and objectives	3.47	
Evaluating the learners' Learning		
9. Self monitoring and evaluating	3.78	
Means of the Metacognitive strategies	3.11	

e. **Affective Strategies**

According to the informant, the students used the affective strategies by taking deep breath, silent, and thanking God. The result of SILL questionnaire about the affective strategies, it can be seen that the students applied the strategies in medium level. The means of the score fell in 2.77. The descriptive analysis of the using of the strategies can be seen in the following table:

Table 11
Descriptive Analysis of Male Affective Strategies

Item	Mean of Score	Sum of the students
Lowering the Learners' Anxiety		32
1. Using progressive relaxation	3.50	
Encouraging the Learners' self		
2. Making positive statements	3.44	
3. Rewarding the learners' self	2.94	
Taking the Learners Emotional Temperature		
4. Listening to the learners' body	2.59	
5. Writing language learning diary	1.72	
6. Discussing feeling with others	2.44	
Means of the Affective strategies	2.77	

f. Social Strategies

According to the informants of the interview, the male students used the social strategy by asking to their friends or teacher, asking their friends difficulties and then help them.

The questionnaire about social strategies, It can be seen that the students used the social strategies in medium level. The means of the score is 2.59. The descriptive analysis of the strategies used can be seen in the following table:

Table 12
Descriptive Analysis of Male Social Strategies

Item	Mean of Score	Sum of the students
Asking Questions		32
1. Asking clarification	3.34	
2. Asking for correction	2.22	
Cooperating With Others		
3. Cooperating with others	2.68	
4. Cooperating with proficient user of the new language	2.00	
Empathizing with Others		
5. Becoming aware of other thought	2.16	
6. Developing cultural understanding	3.13	
Means of the Social Strategies	2.60	

3.3 The Similarities of the Strategies used by the Male and Female of the Eighth Grade of the Olympic Class Students of MTs Negeri Tanon

The similarities of the learning strategies used by the male and female can be stated in the following sentences:

- 1) Both male and female of the Olympic class students used the learning strategies proposed by Oxford. They all used the strategies of memory, cognitive, compensation, metacognitive, affective and social strategies.

- 2) Both male and female students used metacognitive strategies as the most dominant compare to the others strategies.
- 3) The lowest strategy used by both male and female of the eighth grade of the Olympic class students of MTs Negeri Tanon is social strategies. Though they are the lowest, they have average of score 2.71 for female students and 2.60 for male students. They are categorized into medium level using since the medium level using score falls on the average score of 2.50 to 3.49.

3.4 The Differences of the Learning Strategies Used by the Male and Female Students of the Eighth Grade Olympic Class of MTs Negeri Tanon

Based on the observation, the writer found that there are differences using of the strategies. The followings are the differences of the strategies used:

- 1) Female students use all learning strategies in higher frequency than the male ones.

The data from the result of the questionnaire of SILL shows that the female of the eighth grade of the Olympic class of MTs Negeri Tanon used the whole strategies of memory, cognitive, compensation, metacognitive, effective and social strategies more frequent than the male students.

- 2) The Differences of the Preferred Strategies Used by Male And Female of the Eight Grade Olympic Class Students

The differences frequency of preference using of the strategies between male and female students can be seen in the following table:

Table 13
The Differences Preference of Using the Learning Strategies

No.	Female preferences using the strategies	Male Means of Score
1.	Metacognitive Strategies	Metacognitive Strategies
2.	Compensation Strategies	Cognitive Strategies
3.	Cognitive Strategies	Affective Strategies
4.	Affective Strategies	Compensation Strategies
5.	Memory Strategies Social Strategies	Memory Strategies
6.		Social Strategies

4. CONCLUSION

Based on the finding and discussion, the conclusion can be drawn as the following sentences:

1. The type of learning strategies used by male and female of the eighth grade of the Olympic class students of MTs Negeri Tanon are suitable with the learning strategies taxonomy proposed by Oxford. There are six strategies, namely memory strategy, cognitive strategy, compensation strategy, metacognitive

- strategy, affective strategy and social strategy. The male of the students used all the strategy..
2. Both male and female of the students at the grade used the six learning strategies, namely memory, cognitive, compensation, meta cognitive, affective and social strategies. They used them all in learning English, but in the different frequencies of using. The female students used them more frequents than the male students. Or in other words, in can be said that the female students are more diligent in developing English.
 3. Both male and female students of MTs Negeri Tanon have the different preferences in using the strategies. The most dominant strategies used by both male and female of the students are metacognitive strategies. Moreover, they both male and female of the Olympic class students used social strategies as the lowest strategies among others.

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